

REQUEST for PROPOSALS

Rhode Island Universal Pre-K Program

The Rhode Island Department of Education (RIDE) in partnership with the Rhode Island Department of Human Services (DHS) is requesting proposals from qualified vendors to expand the Rhode Island's Universal Pre-K Program, in accordance with the terms of this solicitation.

Background and Overview

This funding notification is to announce the potential availability of funds for the continuation and expansion of the Rhode Island Universal Pre-K Program with the goal of building and sustaining a diverse delivery system of high-quality, state-funded Pre-K programs across the state.

The State of Rhode Island is committed to ensuring that all children begin school ready to learn and ready to succeed in their schooling careers, as life-long learners, and productive citizens. Research shows that attending high quality early childhood education programs helps children develop important skills and knowledge that prepares them to succeed in school and life. There is clear evidence of long-lasting benefits for children who participate in very high quality educationally focused early childhood programs. The benefits to children can also generate substantial government savings, including reduced need for special education services, reduced need for cash assistance and other public benefits as well as reduced rates of incarceration. An analysis by economist Robert Lynch, from the Economic Policy Institute, predicts that:

"A public investment in providing high-quality prekindergarten to all Rhode Island children ages 3 and 4 would start paying for itself by generating cost savings within 9 years. By the year 2050, the ratio of total benefits to total costs would be 8 to 1."

The key strategies to achieving the Governor's goal for Universal Pre-K are to strengthen and enhance our state's comprehensive Birth-5 early childhood system, preserve a mixed delivery model for the expansion of nearly 6,000 State-funded Pre-K seats and maintain the high quality currently being achieved within our State Pre-K model. This will occur in a multi-phase approach.

The first phase will occur in the 2019-2020 school year as the Rhode Island Universal Pre-K Program will expand from its current 1080 four-year-old children up to 1620 four-year-old children, a 50% increase from the 2018 – 2019 school year.

The second phase of the Governor's goal for universal Pre-K will occur over the next four years as RI intends to provide access to high quality Universal Pre-K classrooms for 7,000 four-year-old children by 2024.

The award of grant funds is contingent upon the inclusion of the anticipated Rhode Island Universal Pre-K Program dollars in the FY 2020 State budget. No awards can or will be finalized until the passage of the FY 2020 budget and this RFP is entirely contingent upon the inclusion of new funds. If new funds are not included in the final FY 2020 budget, this RFP will be canceled.

Any actions taken by a potential applicant or any costs incurred in meeting conditions of the grant program prior to passage of the budget are incurred solely by the applicant.

Joint applications for funds may be submitted. However, in each case there must be one lead agency chief administrative officer who will retain fiduciary and other administrative responsibilities for the grant.

Eligible Applicants

Rhode Island Universal Pre-K Program funding will be offered to programs in a variety of settings in recognition of Rhode Island's diverse early childhood delivery system, which includes many high-quality educational programs. As a result, eligible organizations or entities include **licensed child care programs, Head Start programs, public schools, and non-public schools** able to operate a classroom. Applications will be reviewed for Pre-K classrooms Statewide, **including communities previously unable to apply**, with prioritization of classrooms in **high need communities** serving children enrolled in Child Care Assistance Program (CCAP). Funding decisions will be made based on the quality of applications received across all communities. Programs proposed must be non-denominational.

Existing programs with grants need not respond to this RFP unless they are proposing to operate additional classrooms.

State Expectations

Participation in the RI Universal Pre-K program includes many grantee obligations that support program quality and continuous improvement with the goal of improved child outcomes. The below is a summarized list of State Pre-K Policies. Selected grantees will be provided a Rhode Island State Pre-K Policies guidance document by RIDE upon award of the grant which will provide further details and information on the below. Programs and districts considering applications for funding should be prepared to meet the following Pre-K Policy Requirements.

Program Facilities and Classroom Space

Programs must identify and maintain program facilities and classrooms space that meet CECE requirements. Proposed classrooms must not displace children across any age level, including infant and toddler children.

Staff Requirements

Compensation

Compensate all Rhode Island Universal Pre-K Program Teachers and Teacher Assistants with a competitive salary and benefits based on their credentials, experience, and past performance. Salaries and benefits should support pay parity with salaries received in comparable education positions, for example those given in public schools, and among K-12 educators.

Education Coordination

Have identified, at the time of application, an individual that will serve as the Education Coordinator for the Universal Pre-K classroom(s). This person must meet the qualifications for Education Coordinator as specified in Standard 4.1 in the RIDE Comprehensive Early Childhood

Education Programs Standards for Approval and commit to working the entire 41-week Pre-K program year. Preference will be given to applicants that identify an Education Coordinator that meets CECE qualifications prior to the start of school (RIELDS, Mentoring, Supervision and Leadership). One Education Coordinator may not oversee more than nine classrooms. When supervising nine Universal Pre-K classrooms, the Education Coordinator may not serve any additional role within the school or organization. Grantees will be required to submit staff job descriptions to RIDE for approval.

Pre-K Education Coordinators provide teaching staff with regular and ongoing supportive supervision and feedback that promotes professional reflection and growth on at least a bi-monthly basis. Pre-K Education Coordinators participate actively in PD/TA and Community of Practice opportunities.

Teacher Qualifications

Be able to staff each state-funded Universal Pre-K classroom with a Teacher who meets the qualifications for early childhood teachers as specified in Standard 4.2 of the RIDE Comprehensive Early Childhood Education Programs Standards for Approval. Teachers working in centers must possess ECE qualifications; those in public schools must possess ECSE. Grantees will be required to submit staff job descriptions to RIDE for approval. Pre-K Teachers are required to participate actively in PD/TA and Community of Practice opportunities.

Teacher Assistant Qualifications

Be able to staff each state-funded Universal Pre-K classroom with a Teacher Assistant who meets the qualifications for teacher assistants as specified in Standard 4.3 of the RIDE Comprehensive Early Childhood Education Programs Standards for Approval. Grantees will be required to submit staff job descriptions to RIDE for approval. Pre-K Teacher Assistants are required to participate actively in PD/TA and Community of Practice opportunities.

Staff Attendance

Universal Pre-K grantees are responsible for ensuring that Universal Pre-K teaching staff (Teacher and Teacher Assistants) are present, other than for illness or personal reasons (maternity or family leave) when the Pre-K school year is in session. Pre-K teaching staff are not expected to use vacation time during the school year.

Data Tracking

The program and all Pre-K instructional staff must register and maintain their profiles in the ECEDS early childhood workforce registry to track staff qualifications and professional development.

Staffing Changes

Universal Pre-K grantees are responsible for notifying the Universal Pre-K agent of any education staff (Education Coordinator, Teacher, Teacher Assistant) changes, extended absences due to illness, resignations, or maternity leaves, when they occur during the Pre-K program school year or while under grant. When staffing changes occur throughout the year grantees will be asked to provide a written plan, which addresses these changes and maintains required staffing expectations.

Recruitment

Grantees are responsible for developing a RIDE approved recruitment plan and completing all activities related to recruitment. Recruitment efforts are to begin immediately following award notification. Selected Universal Pre-K grantees will begin implementation of their RIDE approved recruitment plan, in partnership with RIDE, and will ensure that the outreach and recruitment focus on children of high need including: children of low and moderate income families, children with developmental delays and disabilities, dual language learners and children within the welfare system and experiencing homelessness.

Grantees are to assist families with submitting applications to the Universal Pre-K lottery. Children will be randomly selected for participation in the program using a state-supervised lottery system. Efforts shall include: making applications available to all families, disseminating Universal Pre-K lottery information to interested parties in their communities, sharing lottery information on their website, using the organization's social media pages, participating in local community events, communicating with interested families' in-person, or via phone or e-mail, entering application information into the online lottery system for families who are eligible and who completed paper applications, and provide families tours of the program during the recruitment and application period.

Lottery Expectations

The computerized Universal Pre-K lottery is held prior to the start of the school year. On the day of the lottery selection the RIDE Universal Pre-K Administrator will send each grantee the list of children who were selected, as well as those children placed on the waiting list. Information is electronically received, and children on the Selected and Waitlist are ranked. After the lottery, programs must follow up with selected families after they receive an initial email notification from the State regarding lottery results in July 2019. The Pre-K grantee will ensure that all required documentation of child eligibility is maintained at the program site and is available for review during the monitoring process. This documentation must be kept at the program for four years, and must be destroyed at the end of the four years.

Enrollment

Universal Pre-K grantees must work with RIDE to ensure that all Universal Pre-K seats are full with 18-20 children. Priority points will be awarded for programs that can meet the maximum capacity and enroll 20 Pre-K children. When vacancies arise, they must notify RIDE, and either select the next child on the waitlist, or continue recruitment efforts until the seat is full.

Orientation Session

Universal Pre-K grantees are required to host an Orientation Session for families prior to the start of the program school year. Grantees must provide RIDE with documentation of the event, including date, attendance and event content.

BrightStars Participation

Universal Pre-K programs must participate in the state's Quality Rating and Improvement System. Programs not presently BrightStars rated must apply for a rating within one year of receiving their initial grant award.

Curriculum

In an effort to promote learning across all domains of the RI Early Learning and Development Standards all Universal Pre-K programs will implement a high quality early childhood education curriculum from a RIDE endorsed list of ECE curriculums.

Curriculums will be used with fidelity to ensure a variety of rigorous learning experiences are provided that are responsive to developmental and individual needs. The curriculum is planned and refined using authentic assessment data that enables an understanding of individual student learning.

All approved curriculums build on students' interests, explore topics that are relevant to the school community, embraces student's home culture, meets the needs of linguistically diverse learners, and are designed to provide specialized and individualized instruction for children with a disability.

Currently, this list includes:

- Creative Curriculum for Preschoolers 5th and 6th editions
- High Scope for Preschoolers
- Boston Public Schools with Math supplements

RIDE will continue to review current trends in ECE curriculums and amend the endorsed curriculum list as needed. Programs interested in using a locally developed curriculum in lieu of a RIDE endorsed curriculum should contact a RIDE representative to discuss an alternative curriculum approval process.

Social and Emotional Learning

All instruction within Universal Pre-K programs should be supportive of children's social and emotional needs. The classroom climate should be safe, respectful, welcoming, and promote positive peer relationships and self-confidence. All Pre-K classroom staff are expected to consistently model expected learning and behavioral skills for students, promoting classroom management practices that are positive and supportive, helping children develop and manage appropriate behavior and social skills. Pre- K classrooms will provide additional or supplemental supports for children requiring targeted social and emotional strategies as needed.

CECE Approval

The program or school that houses the Universal Pre-K classroom(s) must apply for and achieve Comprehensive Early Childhood Education program approval for each Universal Pre-K classroom(s) within the first fiscal year of the grant. The RIDE Comprehensive Early Childhood Education (CECE) Standards for Approval represent the highest bar in the quality continuum for preschool and kindergarten programs. CECE Program Standards articulate the state's highest expectations for physical facilities, health, safety, nutrition, enrollment, staffing, staff qualifications, professional development, program administration, curriculum, child assessment and family engagement, the instructional cycle and weekly lesson planning. The CECE Standards may be accessed here: [RIDE CECE STANDARDS](#)

All applicants must assure and submit evidence that they completed the CECE RIDE Comprehensive Early Childhood Education Standards Self-Assessment and that they have the intent and capacity to meet all CECE standards within the first year. The CECE Self-Assessment may be accessed here: [CECE Program Self-Assessment](#)

In addition, programs must review the CECE Facilities Visit Classroom Checklist and CECE Facilities Visit Program Checklist and provide an assurance that they have identified site, classroom and outdoor space that presently meets core facilities-related standards, or that the program has the intent and capacity to ensure program and classroom space that will meet CECE standards prior to the beginning of the school year.

Programs that do not believe they can meet all standards by the start of the school year and can demonstrate that standards not met do not prevent a safe environment may submit a timeline and a plan to meet remaining standards with their proposal submission.

In addition to these initial self-assessments, programs must in an ongoing way review feedback received as a result of CECE monitoring for continuous quality improvement.

Special Education Services

Across all Pre-K classrooms, instructional strategies are grounded in knowledge of child development and the sequences through which children learn new concepts and skills. All strategies and activities ensure rigorous instruction and are differentiated to meet the needs of diverse learners.

Programs are expected to support the identification, provision and implementation of special education services. Pre-K programs are expected to engage, communicate, and work with their local special education teams to support the referral process, the development of the IEP goals and the implementation of IEP goals within the classroom.

Communication is two way and occurs often between the special education team and Pre-K staff to assure that Individualized Education Program (IEP) goals and accommodations, modifications, and supplementary supports are fully integrated into all planned learning activities for children with a disability.

Developmental Screening

All children enrolled in Universal Pre-K must be screened by the LEA's Child Outreach office within 45 days of their first day of attendance. Screening is conducted in the student's native language. Results of the development screening are provided to families; program staff support families to identify needed resources in order to follow up appropriately on the results of the screening.

Pre-K Attendance

Enrolled children are required to regularly attend the full school day program in order to maintain their enrollment slot. Programs are expected to communicate attendance policies and procedures during the Orientation. Programs are expected to provide RIDE with information

monthly on children's attendance and to maintain detailed notes about causes for children's absences and the ways in which families have been communicated with regarding the absences.

Before and After-School Care

Universal Pre-K grantees are responsible for providing wrap-around child care OR have a very strong connection with and transportation to and from at least one child care or family childcare provider for families who need it. Universal Pre-K grantees will be required to submit documentation of their Before and After-School opportunities, which speaks to the availability of these services for families, how this information is shared with families and how families access this service.

Identified providers must be an approved Child Care Assistance Provider (CCAP). Pre-K partners need to be actively serving CCAP children and demonstrate a commitment to preserving their participation.

Participation in PD/TA

The Administrator, Education Coordinator, Teacher and Teacher Assistant are required to participate in state approved professional development and technical assistance activities. This includes: mandatory participation at a week-long Pre-K orientation in August, the Pre-K Kick-Off event in late August, and the End of Year Meeting in June. Staff are required to meet a minimum of one time per month with their assigned Technical Assistance Specialist on site. Pre-K Teacher Assistants, Teachers, Education Coordinators and Administrators are expected to participate in at least 60% of the monthly Professional Development/Technical Assistance group offerings. A total of 34 hours of Universal Pre-K PD/TA meetings will be held, for a minimum of 20 hours of required attendance. Budgets should include adequate sub coverage in order to meet this requirement.

All Pre-K staff must complete RIELDS professional development coursework appropriate to their role within the first two granted school years. The number of hours depends on one's role and may range from 18 to 39 hours. Preference will be given to applicants that propose staff who have completed RIELDS training, appropriate to their position, prior to the start of school.

Comprehensive Services

Universal Pre-K grantees are required to support families in accessing outside needed services. These include access to housing and food assistance, health and mental health coverage, transportation assistance, etc. Programs must have a mechanism for helping families assess any potential needs and for making referrals. Grantees will be required to provide a Comprehensive Services Plan for how this is managed as part of their application for CECE approval. This may include home visits, the use of family assessments, individual parent conferences etc. RIDE is in the process of working with the Department of Health to build a Comprehensive Referral System, once developed, grantees will be required to use this system.

Formative Assessment Practices

Authentic assessment relies on teachers' observations of children's behavior during everyday activities and collections of student work to provide evidence about children's knowledge and

abilities, to continuously monitor and support children's learning across all domains of development.

Universal Pre-K grantees are required to use Teaching Strategies Gold, which is paid for and supported by RIDE. Grantees will be required to conduct on-going progress monitoring and an analysis of student work and observations continuously throughout the year. TSG checkpoints are identified three times a year at fall, winter and spring dates when assessment data is formally reviewed by RIDE and shared with families during conferences.

All programs must have an assessment plan which outlines how assessment is supported and utilized within the classrooms, when teachers have time for reviewing, entering and reflecting on assessment data and how programs support the instructional cycle. Universal Pre-K requires ongoing documentation from teachers which speaks to their analysis and use of their data in curriculum planning.

Teaching staff use information from the authentic assessment system to differentiate instruction for each child, including linguistically diverse learners whose first language is one other than English, to monitor progress toward mastery of IEP goals for children with a disability and to help families understand and support children's learning.

Kindergarten Transition

The Universal Pre-K program supports families and children as they transition into and out of programs. Universal Pre-K programs are required to develop and implement a Kindergarten Transition plan for children enrolled in the program. This should include a variety of strategies for supporting children and families with the transition. Teaching staff plan intentional, developmentally-appropriate learning experiences that support children to transition smoothly into and out of the program.

Universal Pre-K programs collaborate with their local elementary schools to share child level data and outcome information and support families in learning about kindergarten options and enrollment. The program provides information to families about what children will learn in kindergarten and how families can continue supporting children's learning.

Program Evaluation

Universal Pre-K grantees are required to participate in any RIDE funded evaluation of the Universal Pre-K program. This includes providing information to evaluators as requested, ensuring staff are available to meet with and respond to evaluators requests and maintaining accurate and up to date records in the state's workforce registry system.

Fiscal Reporting

Assume the administrative responsibilities associated with participation in this program and its evaluation, including providing RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.

Scope of Work

2019-2020 Tasks and Deliverables

Task	Deliverables	Schedule
1	Operate the Universal Pre-K Program classroom for a minimum of 6 hours per day and 180 days per year. It is the intention of RIDE that awarded programs begin implementing Universal Pre-K services no later than the 4th day of September, 2019. All applicants must demonstrate their ability and intention to open by this date and operate a full day program for 180 days.	No later than September 4, 2019 and ongoing from September through June for remainder of grant
2	Meet staffing requirements outlined below related to pay parity surrounding benefits and compensation, as well as CECE requirements for staff qualifications.	No later than September 4, 2019 and ongoing from September through June for remainder of grant
3	Prior to the grant start date, have the capacity and be prepared to meet recruitment requirements outlined above. These include but are not limited to: 1) conducting recruitment, including responding to family requests for visits or information about your Pre-K program, 2) managing the application process, 3) follow up with selected families after they receive an initial email notification from the State regarding lottery results in July 2019. This includes: ensuring applicants meet state specified requirements regarding age and primary residence and completing state-required income verification procedures at time of enrollment and confidentially maintaining all documentation provided.	April 2019– June 2020
4	Maintain an active enrollment of 18-20 children per classroom. Work with RIDE to manage waiting lists to ensure that vacancies are filled in a timely manner.	September 2019-June 2020
5	Conduct an Orientation Session for families prior to the start of school. Maintain documentation and evidence of the orientation session(s).	September 2019
6	Implement RIDE approved early childhood education curriculum with fidelity.	July 2019 - June 2020
7	Apply for and achieve CECE approval for each Pre-K classroom within the first grant year.	Immediately upon start of school and ongoing through remainder of grant
8	Maintain monthly Attendance Tracking records and submit at the first of the month through ECEDS.	Immediately upon start of school and ongoing from September through June for remainder of grant

9	Develop and implement a wrap-around Before and After-School Care Plan, which includes transportation as outlined below.	Immediately upon start of school and ongoing from September through June for remainder of grant
10	Attend USDA Child and Adult Care Food Program (CACFP) training, enroll and manage program implementation.	Immediately upon start of school and ongoing from September through June for remainder of grant
11	Participate in program and child level evaluation activities with RIDE's vendor if applicable.	Immediately upon start of school and ongoing from September through June for remainder of grant
12	Implement and abide by the US Department of Health and Human Services and US Department of Education's joint policy statement on suspensions and expulsions in early childhood settings.	Immediately upon start of school and ongoing from September through June for remainder of grant
13	Programs agree not to collect parent fees for any part of the Universal Pre-K program (6 hours, 180 days).	Immediately upon start of school and ongoing from September through June for remainder of grant
14	Collect and provide RIDE with child level demographics data as requested.	October 2019
15	Be fully staffed and prepared to participate in required Universal Pre-K professional development and technical assistance as stipulated below and in the Pre-K Policies.	July 2019-June 2020
16	Develop and maintain collaborative relationships with community partners and seek resources as needed to ensure full support of children and families experiencing crisis and to fully include children with disabilities and/or special health care needs.	Immediately upon start of school and ongoing from September through June for remainder of grant
17	Implement Teaching Strategies GOLD and provide RIDE access to student data and program reports requested for program monitoring and evaluation purposes.	Immediately upon start of school and ongoing from September through June for remainder of grant
18	Work with Child Outreach to screen each child during the fall of the school year, within the first 45 days of school.	Immediately upon start of school and ongoing from September through June for remainder of grant
19	Submit a program application for BrightStars within the year.	August – June 2020
20	Collaborate with local schools to facilitate and support special education services for enrolled children within the Pre-K classroom.	August – June 2020

21	Collaborate with local schools to facilitate the transition to kindergarten for enrolled children.	September- June 2020
22	Assume the administrative responsibilities associated with this program and its evaluation including providing RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.	Immediately upon execution of grant and ongoing from September through June for remainder of grant

Terms of the Grant

The Grant will begin **July 1, 2019 pending fund availability**. The scope of the work may be modified by RIDE prior to beginning work on a given task. Subsequent years' activities may be modified by mutual consent, depending on the availability of state funding and the successful completion of the grant deliverables, while maintaining RIDE CECE approval.

Applicants should be aware that they must comply with State Funded Grant Requirements which can be accessed here: [Grant Award Funding](#)

Proposal Submission

Questions: Questions concerning this solicitation may be e-mailed to Zoe McGrath at RIDE at zoe.mcgrath@ride.ri.gov no later than noon on March 7, 2019. **Send your questions in Microsoft Word format.** Please reference the RFP title on all correspondence. Questions received, if any, will be posted and answered on the RIDE website as an addendum to this solicitation by March 11, 2019. It is the responsibility of all interested parties to download this information. All information pertaining to the Pre-K can be found on the RIDE State Pre-K page located here: [RIDE State Pre-K Page](#)

Final proposals are due and must be delivered by 4:30 PM on Thursday, March 28, 2019.

Faxed or emailed responses will not be considered.

Application Timeline:

February 28, 2019	Request for Proposals Posted
March 7, 2019	Questions due at noon
March 11, 2019	Questions and answers posted on the RIDE website
March 12, 2019	Informational Webinar hosted by RIDE
March 28, 2019	Applications due by 4:30
April 22, 2019	Projected announcement of selected programs.
April 29, 2019	Child application posted and disseminated and recruitment for prospective families and students begins.
July 5, 2019	Student applications due.
July 8, 2019	State lottery to select students for each site

Proposal Instructions

Proposals (submit an original plus 6 copies) should include the following:

1. A *separate* Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this requirement.
2. A Cost Proposal as described below.
3. A completed and signed W-9 (taxpayer identification number and certification). Form is available at www.purchasing.ri.gov.
4. A current fiscal year's agency/school operating budget, which breaks out the various sources of revenue to the center or organization. For multi-purpose organizations, please provide an operating budget for the child care center and overall organization.

5. Required Attachments:

	Staff resumes and teaching certifications for the State Pre-K Education Coordinator and/or Director
	Staff resumes and teaching certifications for the State Pre-K Program Teacher and Teacher Assistant (or job descriptions if not yet hired)
	Staff job descriptions for all positions working under this grant.
	CECE Self-Assessment Results.

Mail or Deliver to:

RI Department of Education
Office of Instruction, Assessment, and Curriculum
Attn: Zoe McGrath
255 Westminster St.
Room 451
Providence, Rhode Island 02903

Grantor assumes all responsibilities for proposals submitted by mail or commercial delivery service. Proposals misdirected to other state locations or which are otherwise not present in the Office of Instruction, Assessment, and Curriculum at the time of opening, for any cause, will be determined to be late and will not be considered.

Faxed or emailed responses will not be considered.

Technical Proposal Required Elements

Assemble your technical proposal as outlined below. The technical proposal may be no longer than 10 single-spaced pages. Margins must be at least 1 inch on all sides. Any requested documents should be included as attachments or appendices. Attachments or appendices do not count against the technical proposal page count.

Experience in and Capacity to Provide High-Quality ECE

Please provide a narrative summary which describes your organization/school's experience in and capacity to provide high-quality early childhood education. Be sure to address your school or program's leadership structure and your early childhood philosophy and educational approach.

Within your narrative briefly address all of the bulleted characteristics below as they relate to your program. The State is interested in identifying opportunities to leverage other funding sources as we expand high quality Universal Pre-K. Please pay careful attention to the bullets that address specific components regarding leveraging other state, federal, or local funding based on your program type.

- Experience serving children experiencing risk factors, for example children experiencing homelessness, children who are low-income, children in the foster care system etc.
- Geographic location within the community, which provides access to Pre-K program for families not already in vicinity of existing Pre-K program
- Innovative approaches that will meet the specific needs of children and families in the community.
- Existing community partnerships which will reduce cost of and/or enhance services provided to Pre-K Program children and families (i.e. reduced or no cost facilities, reduced or no cost mental health consultation).
- Experience and proven capacity supporting children of all abilities
- Experience working successfully with English Language Learners
- Classroom quality as demonstrated by recent results of classroom quality assessments conducted in classrooms of proposed Pre-K teacher(s), including, but not limited to:
 - ECERS
 - CLASS
- Description of and experience implementing, a high-quality instructional system, including formative assessment and quality curricular practices, including weekly lesson plans
- Submit documentation of Before and After-School plan, speak to the availability of these services for families, how this information is shared with families, how families access this service and identify community partners
- Community Child Care Providers should speak to how they currently support CCAP children and families, including the percentage being served within their program, and how adding UPK classrooms will enhance their current services.
- Head Start Providers should speak to their ability to braid federal and state funding to support a mixed delivery seat model within their programs, while maintaining compliance with all Head Start regulatory requirements and the benefits that are particular to that model for all children.
- Public schools should speak directly to their in-kind contributions based on the specifics of their budgets, including short and long-term plans for sustainability post the current expansion.

- Participation in other initiatives designed to improve quality of program (e.g. program improvement plan through BrightStars, relevant Professional Development and/or Technical Assistance, the Center for Early Learning Professionals opportunities, RIDE CECE Preschool Approval Technical Assistance, NAEYC Accreditation, SUCCESS, DHS CCAP Program Quality Improvement Grant and/or Award recipient, TEACH participating program)

Classroom Space and Education Program Structure

It is expected that the State Pre-K classroom and the educational program it is a part of will comply with either DCYF licensing regulations or, if the program is located in a public or private PK-12 school, with RIDE Basic Education Program Regulations, G-14-4 Ensuring a Safe and Healthy Physical Environment.

- Using your CECE Self-Assessment, identify the location of the facility/facilities housing the proposed State Pre-K classroom(s) and briefly describe how the facility/facilities and classrooms meet BEP regulations or DCYF licensing OR describe in detail how your organization will ensure all applicable regulations are met (work completed) by September 4, 2019. Programs that do not believe they can meet all standards by the start of the school year and can demonstrate that standards not met do not prevent a safe environment may submit a timeline and a plan to meet remaining standards with their proposal submission.
- Provide details explaining how the facility and classrooms meet basic safety requirements, provide access to natural light, the required amount of usable floor space for each child, identify the maximum number of children expected in each classroom (18-20), the accessibility to child bathrooms, and the provision of a safe, fenced playground space.
- Provide information explaining how the proposed facilities are accessible to staff, children and families during the Universal Pre-K school year, including the specific months, days and hours that the facility is available for use by the program.
- Describe your ability to secure classroom space to open a new state-funded Pre-Kindergarten classroom **without** displacing current children and families within the program.
- Provide any additional information which demonstrates the quality of the educational program you currently provide; including, but not limited to, classroom quality assessments conducted on classrooms of proposed Universal Pre-K classroom staff and child assessment information demonstrating improved developmental and learning outcomes.

Staffing Qualifications

Please summarize the background and qualifications of the proposed Universal Pre-K Program administrator and all teaching staff. Please attach resumes and any appropriate teaching certificates for individuals already on staff.

Using the table format outlined below, attach a list and description of the titles and roles of all full-time and part-time staff to be paid by the RI State Pre-K Program grant.

Position Title	FTE	Name of Staff	List Relevant Credentials (Teacher Certification and Number of College ECE credits)	ECERS or CLASS scores

AND

Include detailed job descriptions for positions that will need to be filled as well as a description of the hiring process that will result in highly qualified Pre-K staff. Please note that evidence that all staff meet the specified qualifications will be required prior to final funding approval. Please identify any other individuals, irrespective of funding source, who will regularly be present in the State Pre-K Classroom and specify their role.

Identify the individual(s) who will be responsible for supervising the RI State Pre-K Program classroom. Please attach resumes and any appropriate teaching certificates for individuals already on staff. Describe their qualifications.

Education Coordinator	FTE	Name of Staff	List Relevant Credentials (i.e. Teacher Certification)	Years Teaching in ECE

If your organization does not have a qualified administrator to serve in the role of Education Coordinator, describe your willingness to share fiscal responsibilities for hiring for this role with other State Pre-K programs.

Continuous Quality Improvement System

Discuss the plan for ensuring RI Universal Pre-K Program classroom staff will have adequate time, a minimum of 2 hours a week, to plan and prepare for program implementation and to document and review child assessment information in consultation with others; including the weekly planning schedule (times included), classroom coverage if planning occurs during the time children are present, the individuals who will be involved, and how planning time will be used.

Describe the supervision model to be provided by the Education Coordinator in relation to the Universal Pre-K teaching staff. Discuss the plan for ensuring program staff is available for professional development opportunities (including trainings and on-site technical assistance) as planned throughout the year (including summer months) by RIDE.

Budget Proposal and Narrative

Based on recommendations from a national early childhood fiscal expert, RIDE has determined that a reasonable estimate of the state share for operating a State Pre-K classroom (the cost of operating a 6 hour full-day, high quality program for 18-20 children for a minimum of 180 days per year) that meets RIDE CECE Standards Approval, is approximately \$178,000. This estimate reflects the following cost categories required to successfully operate a State Pre-K classroom: the cost of hiring and paying a competitive salary and benefits for a beginning teacher and a teacher assistant, the cost of supporting 18-20 children, classroom supplies and materials, equipment, facilities costs for one classroom, administrative expenses for one classroom, and includes anticipated reimbursement for meals through the USDA CACFP program.

The estimated percentages for Pre-K budgetary allocations are identified below:

Pre-K Budget Categories	% of total proposed Pre-K Budget
Salaries <ul style="list-style-type: none"> Teacher and Teacher Assistant (100%) Education Coordinator (estimated 18%) Administrator (estimated 12%) Substitutes (350 hours) 	56%
Fringe Benefits <ul style="list-style-type: none"> mandatory state benefits (e.g. TDI) health insurance for Teacher and Teacher Assistant, Administrator and Education Coordinator 	21%
Supplies and Materials, Equipment, and Professional/Technical Services <ul style="list-style-type: none"> educational materials program supplies equipment furniture and fixtures family engagement activities dues or subscriptions food (supplemented by USDA CACFP revenue) catering/purchased food services utilities (gas, oil, electricity) 	23% (estimated 9 - 11% for supplies and materials, equipment and professional/technical services, 10 - 12% for property services, and 2% for indirect costs/other purchased services)
Property Services <ul style="list-style-type: none"> rent/lease/mortgage telephone and internet maintenance 	
Indirect Costs/Other Purchased Services <ul style="list-style-type: none"> office expense (i.e. payroll costs for Pre-K staff) property insurance printing and copying 	

Budget Narrative

For each cost category described above, provide an explanation of how Pre-K grant funds and any other local or federal funds will be used; include a rationale for how the funds are reasonable and sufficient to achieve Pre-K Program outcomes. For cost categories that exceed the State's estimated percentages, a detailed justification must be provided; clearly explaining the need for those costs and describing the positive impact that these additional costs will have in supporting improved children's learning and development.

Budget Proposal

Applicants should prepare a preliminary budget proposal based on the agency's anticipated costs to operate a Pre-K Program classroom in the cost categories outlined above. For each cost category, provide description of how Pre-K grant funds and any other local or federal funds will be used on the budget pages provide in Appendix A. Please note that funds may only be used to cover the costs to operate the Universal Pre-K Program classroom(s). While this can include an appropriate allocation of shared expenses such as facilities costs and administrative costs, programs may not use Rhode Island State Pre-K Program funds to cover costs that are not directly related to the Rhode Island Pre-K Program classroom. If the applicant does not anticipate costs in particular cost categories, that section of the budget should reflect zero cost.

Technical Proposal Review Criteria

A technical review team convened by the Rhode Island Department of Education will review each complete application using these criteria:

Category	Points Possible for all Applicants	Priority Points	
Experience and Capacity	10	5 points for servicing CCAP children (proportional on % served)	
Classroom Space and Education Program Structure	20	5 points for servicing 20 children per classroom	
Staffing	15		
Continuous Quality Improvement System	15		
Budget Narrative	15	Budget evaluation accounts for use of local or federal funds to reduce Pre-K grant budgets	
Cost Proposal	15	Budget evaluation accounts for use of local or federal funds to reduce Pre-K grant budgets	
TOTAL	90	10	Total 100

Pre-K Program Assurances

_____ hereby provides the following assurances:
(Pre-K Program Name)

Program Operations

Operate the Pre-K Program classroom for a minimum of 6 hours per day and 180 days per year. It is the intention of RIDE that awarded programs begin implementing Pre-K services no later than September 4, 2019. All applicants must demonstrate their ability and intention to open by this date and operate a full day program for 180 days.

USDA Child and Adult Care Food Program

Universal Pre-K grantees are responsible for the enrollment and management of the USDA Child and Adult Care Food Program for eligible children and families. Federal funds accessed through this program should be applied to the cost of providing meals and snacks for eligible children. Prior to the school year start date, the program Administrator is required to attend USDA training in order to enroll in the program.

Planning Time

Universal Pre-K programs provide teaching staff with a minimum of 2 hours of weekly time to support curriculum planning, authentic assessments, reflective supervision and family engagement opportunities.

Suspension and Expulsion

No child shall be expelled or suspended from any Pre-K classroom. When programs have concerns about a child, they should refer to their comprehensive services plan and all available community and educational supports, while maintaining the child's enrollment in the program, and speak to the RIDE Pre-K Administrator.

Parent and Family Fees

Families who enroll their children in a Rhode Island Universal Pre-K Program classroom will not be charged for any portion of the Pre-K Program. There will be no co-payments for registration, field trips, or enrichment fees. In addition, there will be no cost to any family for snacks or meals, whether or not the family is eligible for USDA. These costs and activities are expected to be built into the proposed program budget.

Displacement

The opening of Universal Pre-K classroom(s) will occur without displacing current children and families within the program, including infant and toddler classrooms.

Demographics Reporting

Pre-K grantees will be required to submit child level demographics data to RIDE using a RIDE developed reporting mechanism.

Pay Parity

Pre-K salaries and benefits should support pay parity with salaries received in comparable education positions.

Authorized Signature _____ Date _____

APPENDIX A

BUDGET

The Grantor estimates that its budget for work to be performed under this Agreement is as follows:

Expense Category

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3
	Grant	Local/ Federal	Grant	Local/ Federal	Grant	Local/ Federal
1. Salaries (51000)						
2. Fringe Benefits (52000)						
3. Professional and Technical Services (53000)						
4. Property Services (Facility Rental/ Maintenance) (54000)						
5. Other Purchased Services (55000)						
6. Supplies and Materials (56000)						
7. Property and Equipment (57000)						
Subtotal						
Indirect Costs (60000)						
TOTAL						

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Grantor on behalf of this Agreement and to be claimed by the Grantor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Grantor shall notify the grant officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the grant officer shall have been obtained in advance, no expenditure shall be claimed by the Grantor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved grant amount.

STATE PRE-K GRANT FUNDS

BUDGET DETAIL SHEET *

FISCAL YEAR 2020

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator			
Education Coordinator			
Teacher			
Teacher Assistant			
Substitutes			
TOTAL		\$	\$

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *		
TOTAL		\$

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		\$

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **		
Educational Materials		
Program Supplies		
Family Engagement Activities		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		

TOTAL		\$
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PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses		
TOTAL		\$

This budget is based on _____ Pre-K Seats.

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

LOCAL OR FEDERAL FUNDS

BUDGET DETAIL SHEET *

FISCAL YEAR 2020

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator			
Education Coordinator			
Teacher			
Teacher Assistant			
Substitutes			
TOTAL		\$	\$

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *		
TOTAL		\$

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		\$

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **		
Educational Materials		
Program Supplies		

Family Engagement Activities		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses		
TOTAL		\$

This budget is based on _____ Pre-K Seats

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP